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ABSTRACT

Intended to help teacher aides to achieve the goals of developing children's interest in reading, building their sight vocabularies, and helping them with specific reading needs as they arise, this guide contains a glossary of terms used in reading, lists of high frequency words and nouns, the Dolch word list, a supplement to the Dolch list, phonetic summary sheets for both vowels and consonants, a review of recommended vowel and syllabication principles, and six common sound and letter patterns. It also includes the standard markings for oral inventories, instructions for and a copy of the San Diego Quick Assessment graded word list, and suggestions for eliminating reversals in reading. A job description for reading aides is also given. (FL)

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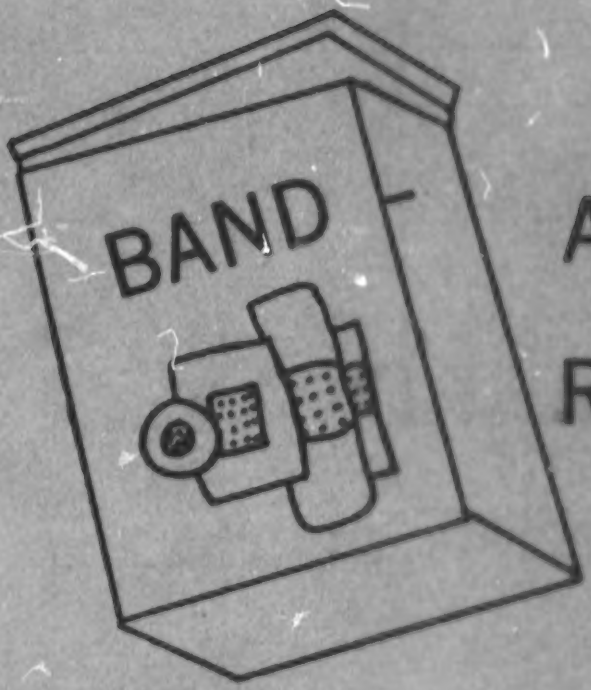

BAND AIDS FOR READING AIDES

OR

WHAT TO DO 'TILL THE SRT ARRIVES

SPECIAL READING TEACHER

Wichita Public Schools
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Department of Reading
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1007 North Chautauqua
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AIDS FOR READING AIDES

Your Job as a Reading Aide:

The most important contribution you can make as a Reading Aide is listening to the child read. The one-to-one relationship is the key that affords the greatest opportunity for success. You must convey to the child your belief in his ability to learn.

Goals:

1. Develop the child's interest in reading
2. Build his sight vocabulary
3. Help with specific reading needs as they arise

As we help a child with reading we need to keep in mind that reading is more than figuring out words. Reading is thinking about the ideas the writer is trying to convey. Unless we have helped a child to understand the printed page, we have not reached our goal of helping him to learn to read. Reading, then is decoding writing, which is simply talk written down. Reading is both Word Recognition and Comprehension.

COMMON READING TERMS

1. Levels of Reading

   a. Independent Reading Level: Reader level at which the child can function with little or no teacher assistance. He pronounces 99% of the words on that level without help, and understands 90% of what he reads.

   b. Instructional Reading Level: Reader level at which the child can function with teacher assistance. He will need help with no more than 5% of the words and will understand at least 75% of what he reads.

   c. Frustrational Reading Level: Reader level at which the child's abilities break down, even with constant teacher assistance. The child knows less than 90% of the words and understands only half of what he reads.

2. Word Recognition: The process of associating with the printed form the meaning of the word and its oral counterpart.

   a. Sight Words or Instant Words: Those words which are recognized as wholes and which are recognized immediately. Common words used most often in daily reading.

   b. Phonics: The science of speech sounds applied to written language.

      (1) Phonic Element: The sound or phonetic value of a letter or letter group.

      (2) Consonant: All of the letters except a,e,i,o, and u are consonants; but y and w play a dual role and may be used as vowels as well as consonants.

      (3) Single Consonant: One consonant that comes before the first vowel (initial), after the last vowel (final), or between two vowels (medial). A single initial consonant comes at the beginning of a word before the first vowel. (Example: b in bat)

      (4) Consonant Blend: A group of two or three consonants that commonly occur together. Each consonant letter in the blend represents one consonant sound.

      Initial consonant blends include: (Example: bl in blue)

      bl, br, cl, cr, dr, fl, fr, gl, gr, pl
      pr, sc, sl, sk, sm, sn, sp, str, sw, tr.

      Common final consonant blends are: (Examples: nk in bank)

      ld, lt, mp, nd, ng, nk, nt, st.

      (5) Consonant Digraph: A group of two consonants that commonly occur together. However, as opposed to blends, the two consonant letters in a digraph stand for one sound. The digraph sound is usually different from the sound represented by either consonant when single.

      Initial consonant digraphs include: (Examples: ch in chin)

      ch, ph, sh, th, wh.

Common final consonant digraphs are: (Examples: ch in much)

ch, ck, ll, sh, th.

(6) Vowels: The letters a,e,i,o,u, and sometimes y and w.

(7) Vowel Sounds: Opinions differ on how many vowel sounds are heard in English, although 19 are recognized by many dictionaries. These vowel sounds are those heard: at the beginning of at, ate, air, are, end, each, earn, if, ice, odd, ode, or, oil, out, up, use; in the middle of full and rule; and the schwa (the a in about, the e in item, the i in edible, the o in gallop, and the u in circus.)

(8) Vowel Digraph: Two vowels coming together that give a single sound. In some, the sound of the digraph is the long sound of the first vowel (ai, ay, ee, ea, and oa.) Others include au (as in caught), eu (as in feud), oo (long as in food), and oo (short as in good.)

(9) Diphthong: A vowel sound made up of two identifiable vowel sounds in immediate sequence. A diphthong is pronounced in one syllable, by a continuous glide of the tongue from one vowel position to the other. Sometimes it is referred to as a vowel blend.

oi (oil), ou (house), ow (cow), oy (boy).

c. Syllable: A word or a part of a word in which a vowel sound is heard. A word contains as many syllables as there are vowel sounds heard in the word. Syllabication, then, is the process of breaking a word into syllables.

d. Structural Analysis: Study of a word according to its syllables or its meaningful parts. (Examples: endings - go-ing); (compounds - foot-ball); (contractions - I'm); (prefixes - re-pay); (suffixes - pay-ment).

3. Vocabulary Training: Learning more about words already known and acquiring knowledge and use of new words. When the reader encounters a word which is not in his reading vocabulary, the following measures should be employed, utilizing as many as are needed to identify the word:

a. Meaning Clues or Context Clues: Read the rest of the sentence to see if he can decide what the word is. He should watch particularly for synonyms, words with the

same meaning (Example: car and automobile), antonyms, words with opposite meanings (Example: rapid and slow), and appositives, explanatory words or phrases following unfamiliar words, usually set off by commas (Example: Old Maid, a simple card game.)

b. Word-Form Clues: Look at the word to see if it looks like any other known word.

c. Structural Clues: Look at the word to see if there is any significant part of it that is already known (root words, prefixes, suffixes.)

d. Phonetic Clues: Sound out the word.

e. Dictionary: Look in the dictionary or ask the teacher.

4. Comprehension: The ability to understand and interpret what is read. Comprehension is determined by the reader's experiences and by his understanding of the writer's vocabulary. While there are many levels of comprehension, good reading instruction should assist the student in arriving at deeper meanings, rather than superficiality.

a. Levels of Comprehension

(1) Literal: The reader can recognize and recall the details, the main idea, and the sequence of events in the author's words and translate them into his own words. (Reading the printed lines.)

(2) Reorganizational: The reader can outline, classify, and summarize the material specifically stated in the selection.

(3) Interpretive: (Sometimes called Inferential) The reader uses the information supplied in his reading, then applies his own intuition and experience, to predict outcomes, interpret figures of speech, and to provide thought and imagination beyond the printed page. (Reading between the lines.)

(4) Critical: (Sometimes called Evaluative) The reader makes judgements about the material read. Is it true? Is it fact or opinion? Are all the facts given? Is it worth reading? Is it recommended to other readers? (Reading beyond the lines.)

(5) Appreciational: The reader responds emotionally to what is read. He may laugh, cry, or become angry or disturbed. He identifies with the characters,

applying their experiences in his own life. He appreciates the author's use of language, his choice of words.

b. Aids to Comprehension: Procedures designed to lead the reader beyond the mechanical process of decoding and into the meanings the words symbolize.

(1) Newspaper Questions: (To assist in simple comprehension)
Who is the story about?
Where did it happen?
What happened?
How did it happen?
Why did it happen?

(2) Sample Comprehension Questions:

(a) Fact Questions - Specific Details (based on memory of the story). Example: What did the Indians use to make their homes?

(b) Vocabulary Questions - Example: A geologist learns about rocks by observing and testing them.

Does observing mean: studying, touching, or collecting?

(c) Finding the Main Topic of a sentence or a paragraph.

(d) Recognizing Relationships
Simple listing
Cause-Effect
Comparison-Contrast
Time and Sequence

(e) Inference Questions - Example: What do we mean when we say that geologists are reading a story in a rock?

(f) Critical Questions - Example: Did you like the story? Could it really happen? --Accept whatever the child says - he has the right to his own opinion.

(3) Study Techniques: Known by different names, such as PQRST, SQ3R, or PAR-4, all include the following steps:

(a) Survey or Preview: A quick look at the title, the illustrations, the first and last paragraphs,

chapter headings and sub-headings, and topic sentences.

(b) Question or Ask: The reader sets a purpose for reading by reading to find the answer to a particular question. The reader raises the question to be answered, unless otherwise directed.

(c) Read

(d) Record: Answers are recorded, if written answers are required, or notes may be taken.

(e) Recite or Rethink or State: Material is discussed with others or recited to self.

(f) Review or Test: A final reminder of the principal points.

5. Reading Rate: Number of words read per minute, regardless of comprehension score.

a. Rate of Comprehension: (Also called Effective Reading Rate) The number of words read per minute times the comprehension score.

b. Flexibility of Reading Rate: The ability to adjust the reading rate to the difficulty of the material and the purpose for reading.

c. Scanning: Very rapid reading, searching for specific details.

d. Skimming: Very rapid reading, getting a very general idea of the material. Useful in previewing, over-viewing, and re-viewing. Only key words and sentences are read.

e. Rapid Reading: A rate employed for easy material which is being read for the reader's own information and pleasure.

f. Study Rate: The reader will be responsible for the material read, and desires adequate mastery. He employes a slow, steady working rate.

g. Careful Rate: Sometimes called a Reflective Reading Rate, this rate is a slow rate employed with difficult material when the reader desires complete mastery of the selection. He may have to pause to look up words, he may be following directions, he may be evaluating as he goes, or he may be preparing for a test.

h. Fixation: In reading, the eye makes several stops along the line of print. These pauses are the only periods of clear vision. Each stop is called a fixation.

i. Visual Span: The amount of material the reader can cover with a single fixation.

j. Regression: The eyes move backward toward the beginning of the line of print to reread the material.

HIGH-FREQUENCY WORDS

The 100 words in this set were identified as high-frequency (common) words by a computer-assisted analysis of books recommended for children in grades one and two. Although the analysis identified over 6,700 different words, these 100 words accounted for 53% of all the words used in the books examined. The 100 high-frequency words[1] are listed below in order of their frequency of use.

Since these words appear with high frequency in books for children, the sooner a child is able to read them the sooner he or she will achieve independence in reading. While differences in reading programs may require a different order in teaching the words, it is recommended that most first grade children learn the high-frequency words by the times specified as follows: students should know the words in group 1 by November; the words in group 2 by January; the words in group 3 by March; and the words in group 4 by May.

Group 1	Group 2	Group 3	Group 4
the	is	see	how
and	as	very	come
a	up	are	looked
to	so	this	get
he	one	will	again
of	out	like	two
in	were	go	we
was	him	no	too
his	there	would	about
it	when	just	saw
I	then	back	good
you	my	now	more
on	be	over	did
they	not	by	made
said	down	big	off
she	have	do	didn't
for	their	old	some
that	went	can	new
with	could	if	red
but	what	your	long
her	them	who	around
all	from	away	know
had	came	where	through
little	into	or	other
at	me	an	put

[1] Nouns are excluded from this list. For common nouns see High-Frequency Nouns Word Cards for Beginning Readers, Ambassador Publishing Company, Box 3524, St. Paul, Minnesota 55165

HIGH-FREQUENCY NOUNS

The 100 nouns in this set were identified as high-frequency (common) nouns by a computer-assisted analysis of books recommended for children in grades one and two. These 100 nouns represent approximately 45% of all the nouns used in the books examined. The 100 high-frequency nouns are listed below in order of their frequency of use.

Because of the variety of materials used to teach reading, it is difficult to specify an exact time by which students should have learned the high-frequency nouns. While the following schedule is flexible, it is recommended that most first grade students know the words in group 1 by January and most of the words in groups 2, 3, and 4 by the end of the school year. By January of grade two, most students should know all the high-frequency nouns.

Group 1	Group 2	Group 3	Group 4
mother	moon	wind	mitten
day	head	rose	fish
house	sun	princess	fire
tree	hill	flower	boat
time	sky	ground	fox
man	place	fool	front
way	rabbit	tail	clothes
home	baby	garden	mouse
water	door	year	corner
father	hand	side	woman
thought	king	light	forest
night	bed	rain	ship
egg	men	cap	spring
friend	world	horse	field
people	street	nest	crocodile
thing	window	sleep	summer
morning	room	town	milk
bird	island	lion	elephant
dog	monkey	river	school
boy	girl	sea	duck
snow	top	city	palace
bear	feet	air	animal
eye	rock	grass	cow
cat	winter	food	star
children	something	road	wall

DOLCH BASIC SIGHT WORDS

Pre-primer Level - 40 Words

(Kit 0511)

Step 1

a

and

away

I

in

little

run

said

see

the

Date Mastered _____

(Kit 0512)

Step 2

big

blue

can

come

is

it

jump

look

three

to

Date Mastered _____

(Kit 0513)

Step 3

down

find

for

make

me

my

two

up

we

where

Date Mastered _____

(Kit 0514)

Step 4

funny

go

help

here

not

one

play

red

yellow

you

Date Mastered _____

DOLCH BASIC SIGHT WORDS

Primer Level - 52 Words

(Kit 0515)

Step 5

all
am
are
at
ate
be
black
brown
but
came

Date Mastered_____

(Kit 0516)

Step 6

did
do
eat
four
get
good
have
he
into
like
with

Date Mastered_____

(Kit 0517)

Step 7

must
new
no
now
on
our
out
please
pretty
ran

Date Mastered_____

(Kit 0518)

Step 8

ride
saw
she
so
soon
say
that
there
they
this

Date Mastered_____

(Kit 0519)

Step 9

too
under
want
was
well
went
what
white
who
will

Date Mastered_____

DOLCH BASIC SIGHT WORDS

First Level - 41 Words

(Kit 0520)

Step 10

after
again
an
any
as
ask
by
could
every
fly

Date Mastered_____

(Kit 0521)

Step 11

from
give
going
had
has
her
him
his
how
just

Date Mastered_____

(Kit 0522)

Step 12

know
let
live
may
of
old
once
open
over
put

Date Mastered_____

(Kit 0523)

Step 13

round
some
stop
take
thank
them
then
think
walk
were
when

Date Mastered_____

DOLCH BASIC SIGHT WORDS

Second Level - 46 Words

(Kit 0524)

Step 14

always
around
because
been
before
best
both
buy
call

Date Mastered_____

(Kit 0525)

Step 15

cold
does
don't
fast
first
five
found
gave
goes

Date Mastered_____

(Kit 0526)

Step 16

green
its
made
many
off
on
pull
read
right

Date Mastered_____

(Kit 0527)

Step 17

sing
sit
sleep
tell
their
these
those
up
us

Date Mastered_____

(Kit 0528)

Step 18

use
very
wash
which
why
wish
work
would
write

Date Mastered_____

DOLCH BASIC SIGHT WORDS

Third Level - 41 Words

(Kit 0529)

Step 19

about
better
bring
carry
clean
cut
done
draw

Date Mastered_____

(Kit 0530)

Step 20

drink
eight
fall
far
full
got
grow
hold

Date Mastered_____

(Kit 0531)

Step 21

hot
hurt
if
keep
kind
laugh
light
long

Date Mastered_____

(Kit 0532)

Step 22

much
myself
never
only
own
pick
seven
shall

Date Mastered_____

(Kit 0533)

Step 23

show
six
small
start
ten
today
together
try
warm

Date Mastered_____

ADDITION TO DOLCH WORDS - ECKWALD

also
back
bed
box
butter
car
cat
each
east
friend
farm
father
fish
fine
game
heard
hand
head
house
kitty
knife
last
man
mother
night
other
people
party
stand
sound
school
than
watch
while
weed
year

Single Consonants

(Initial)	(Final)
b...boat	s...keys
c...car	x...box
c...cell (followed by e)	
c...city (followed by i)	
c...cycle (followed by y)	
d...dog	
f...fish	
g...goat	
g...gem (followed by e)	
g...gin (followed by i)	
g...gym (followed by y)	
h...horse	
j...jacks	
k...kite	
l...lion	
m...man	
n...nail	
p...pig	
q...quarter	
r...red	
s...sun	
s...sugar	
t...top	
v...vase	
w...watch	
x...x-ray	
x...xylaphone	
y...yo-yo	

Silent Consonants

k...knife
g...gnat
p...pneumonia
p...psychology
b...comb
w...wrap
t...often
gh..light

Consonant Blends

(Initial)	(Final)
bl...block	ld....old
br...broom	lt....felt
cl...clock	mp....lamp
cr...crab	nd....end
dr...drum	nt....went
fl...flag	st....west
fr...frog	sk....risk
gl...glass	lf....self
gr...grass	
pl...plate	
pr...prune	
sk...skin	
sm...smile	
sn...snake	
sp...spool	
sq...squirrel	
st...star	
sw...swing	
str..string	
tr...train	
thr..three	
tw...twelve	

Consonant Digraphs

(Initial)	(Final)
ch...check	ch...much
ch...chef	tch..match
ch...chemist	ck...neck
ph...phone	ll...tell
sh...ship	sh...fish
th...think	th...with
th...that	ng...king
wh...who	nk...tank
wh...what	que..clique
qu...quit	

Inflectional Endings

ed...jumped (sounds like t)
ed...landed (sounds like ed)
ed...planned (sounds like d)

VOWELS

Vowels - Short when:

Initial or Medial

at.....a...ham
end.....e...hem
in.....i...him
odd.....o...pod
up.....u...cup

Vowels - Long when:

At end of word or syllable	Vowel-Consonant Final e
a.....a...wade	
me.....e...mete	
I.....i...pine	
go.....o...hope	
flu.....u...cube	
my.....y...Hyde	

o..followed by ld.....old
i..followed by ld.....wild
followed by nd.....kind
followed by gh.....high

Long Vowel Combinations

(first one is silent, second names self)

ai....chain
ea....beach
oe....hoe
ue....blue
ie....tie
oa....road
ow....snow
ay....day
ee....fee
ei....either
ou....soul
ui....suit

Vowel Digraphs

au....haul
aw....law
ea....head
ou....bought
oo....soon
oo....look
ei....eight
ey....they
ai....captain
ea....great
eu....eulogy
ew....new
ey....money
ie....chief
ou....you
ou....famous

Vowel - (controlled by r)

er....her
ir....sir
ur....fur
or....for
or....work
ar....car
ar....dollar
yr....Byrd

Vowel - a (controlled by l and ll)

a.....walk
a.....wall

Diphthongs

down.....ow...cow
found.....ou...out
boy.....oy...toy
oil.....oi...coin

Syllabication

Every syllable contains one and only one vowel sound. Common patterns for syllables are:

vc/cv	v/cv	vc/v	
ham/mer	mu/sic	wag/on	ri/fle
sil/ver	pa/per	cam/el	un/cle

Recommended Vowel Principles

1. When there is only one vowel in a word, if that vowel comes at the beginning or the middle of the word, it is usually short. (Examples: it, fix, did, am)

2. When there is only one vowel in a word, if that vowel comes at the end of the word, it is usually long. (Examples: go, no, me, we)

3. When the only vowel in a word is followed by r, the sound of the vowel is neither long nor short; it is controlled by the r. (Examples: farm, her, bird, for, turn)

4. When there are two vowels in a word, one of which is e at the end of the word, the first vowel usually has the long sound and the final e is not sounded. (Examples: mice, nice, hope, drive, take)

5. If the letter y is at the end of a one-syllable word, it usually has the long sound of i, (Examples: cry, fly, try, why) unless it is part of the digraph ay or the diphthong oy. (Examples: stay, play, boy, toy)

6. If the letter y is at the end of a word of more than one syllable, it usually stands for the short sound of i (or the long sound of e) unless it is part of the digraph ay or the diphthong oy. (Example: city)

7. When the vowels ai, ay, ee, ea, oe and oa come together in a word, the first vowel is usually long and the second vowel is not sounded. (Examples: rain, oak, feet, each)

Recommended Syllabication Principles

1. Every syllable contains one and only one vowel sound.

2. If the first vowel in words of more than one syllable is followed by two consonants, the first syllable usually ends with the first of the two consonants (ex/cept).

3. If the first vowel in a word of more than one syllable is followed by a single consonant, first divide before the consonant and give the first vowel the long sound (e.g. ti/ger). If this does't sound right, try dividing after the consonant and use the short vowel sound (wag/on).

4. If a word of more than one syllable ends in le preceded by a consonant, that consonant usually begins the last syllable (ta/ble).

5. If the first vowel in a word of more than one syllable is followed by a consonant digraph, the digraph may either end the first syllable or begin the second. Try it one way and if it doesn't work, try it the other way (wheth/er; e/ther).

6. If the first vowel element in a word of more than one syllable is followed by a consonant blend, the blend often begins the second syllable (di/graph).

7. If the first vowel element in a polysyllabic word is followed by a single consonant letter and a consonant blend or digraph, the consonant letter usually ends the first syllable and the blend or digraph begins the second syllable (com/plete, far/ther).

SIX SOUND AND LETTER PATTERNS[1]

Vowels usually fall into six common syllable or word patterns. Learn to look for these patterns in words. They will help you to unlock the pronunciation of words you don't know. (Remember that in words of more than one syllable the rules apply to accented, or stressed, syllables. In the other syllables the vowel sound is usually easy to pronounce.)

1. When a single vowel is at the beginning or in the middle of a word or accented syllable, the vowel is usually short(˘).

short vowel(˘)

vc	vc	vc	vc	vc
cvc	cvc	cvc	cvc	cvc
ă x	ĕ gg	ĭ n	ŏ n	ŭ p
b ă g	b ĕ g	b ĭ g	b ŏ g	b ŭ g
c ă bin	b ĕ tter	m ĭ tten	b ŏ ttle	b ŭ ndle

2. When a single vowel is at the end of a word or accented syllable, the vowel is usually long(¯).

long vowel(¯)

v	v	v	v	v
cv	cv	cv	cv	cv
tā ble	bē	lī on	gō	mū sic
nā tive	lē gal	sī lent	pō ny	pū pil

3. When a word or accented syllable ends with a vowel, a consonant, and an e, often the final e is silent(ø). Then the vowel that comes before the consonant is usually long(¯).

long vowel(¯)
silent e(ø)

vcv	vcv	vcv	vcv	vcv
cvcv	cvcv	cvcv	cvcv	cvcv
ā t ø	ī c ø	jō k ø	ē v ø	cū t ø
esc ā p ø	inv ī t ø	hōp ø ful	rec ē d ø	am ū s ø

[1]Don H. Parker, SRA Reading Laboratory IIIa, 1964 edition, Chicago: Science Research Association, 1964, pp. 18-19.

4. Sometimes a word or syllable has two vowels together. Most two-vowel syllables follow this rule: When two vowels come together, the first vowel is long and the second vowel is silent.

two vowels

vv	vv	vv	vv	vv
rāil	tēach	pīe	bōat	hūe

5. Sometimes when a syllable has two vowels together, it does not follow pattern 4. The two vowels together make a special sound.

two vowels special sound

vv	vv	vv	vv	vv	
cause	sleuth	out	rein	noise	moon
claw	grew	now	they	toy	foot

6. When a vowel is followed by r, the two letters often combine to make a special sound. There are three of these sounds. They are often called the "r" syllables.

vowel plus r

vr	vr	vr
car	her	for
	sir	
	fur	

7. Sometimes the vowel sounds in words do not follow these six patterns. But many of the exceptions fall into family groups called phonograms. A phonogram is a group of letters that usually has the same sound whenever it appears in a word. Read these words and listen to the vowel sounds:

all	old	ind	alk	ought	igh
call	bold	mind	walk	brought	sigh
hall	fold	kind	talk	fought	flight

STANDARD MARKINGS FOR ORAL INVENTORIES

Recording Errors

As each pupil reads, note carefully any errors he makes and record them. The following legend is useful in making a continuing record of errors:

1. Aid: When the pupil hesitates for five seconds without making any audible effort to pronounce the word, or ten seconds if he appears to be trying to pronounce it, the examiner pronounces the word. The error is marked by an underlined bracket. Example: (geologists).

2. Gross mispronunciation of a word: A gross mispronunciation is one in which the pupil's pronunciation bears so little resemblance to the proper pronunciation that the examiner must be looking at the word to recognize it. Such an error is marked by drawing a straight line under the entire word and writing the pupil's pronunciation phonetically.
   Example: traffic — fratific

3. Partial mispronunciation: When a word is partially mispronounced specific types of errors should be noted and recorded as follows:

   a. When the examiner pronounces a part of a word for the pupil, enclose that part in underlined parentheses. Example: re (gard) (1 error)

   b. Wrong sound of letters or groups of letters. Underline the part mispronounced and write the error or errors above it.
   Examples: veins, than, dazzling, himself. (1 error for each)

   c. Omission of one or more elements. Examples: house (s), st (r) aight, (al) most. (1 error for each)

   d. Insertion of an element. Example: already for ready
   marked, al ∧ ready (1 error)

   e. Wrong syllabication. Examples: pier/ced, alm/ost (1 error)

   f. Wrong accent. Example: re'cord instead of record' (1 error)

   g. Inversion. Example: on for no, marked (n o) (1 error)

4. Omission of a word or group of words: Circle the omitted word or group of words. Examples: I saw a (hungry) dog on the street. (1 error)

They fly passengers, freight and mail from one city to another. (1 error)

5. Insertion of a word or group of words: Place an insert mark and write the word(s) above the point at which they were added. Examples:

clear
The ∧ sky was bright blue. (1 error)

pretty little
He called his ∧ dog. (1 error)

6. Substitution of one meaningful word or several for others: Examples:

many
The sun shone into my large window. (1 error)

there was
Once upon a time a boy..... (3 errors)

sat on
A boy had a wagon..... (2 errors)

sat on
A boy had a wagon..... (1 error)

The number of errors depends on the number of words replaced by the substitution.

7. Repetition of one or more word(s): (Except when due to stuttering.) Underline with a wavy line. Examples:

The boy ran away. (1 error)

The boy ran far into the woods. (1 error)

Repetition of the same word or group of words more than once counts as only one error. Example: They played for a long time. (2 repetitions of 2 words but only 1 error.)

In case the repetition is to correct an error, mark the repetition and cross out the corrected error. Example:

live
His pet bird sat on mother's hat. (1 error, repetition only)

If there is no repetition in correcting mistakes, no errors of any kind are recorded

8. Inverting or changing word order: Mark as in the example.

He ran rapidly there. (1 error)

THE GRADED WORD LIST: QUICK GUAGE OF READING ABILITY

MARGARET LA PRAY AND RAMON ROSS

The San Diego Quick Assessment is a quick way to gauge a student's reading ability. It is a graded word list, formed by drawing words randomly from basal reader glossaries, and from the Thorndike list. Words initially were assigned levels according to these sources, with some shifting on the basis of students' responses.

The graded word list has two uses: 1) to determine a reading level; 2) to detect errors in word analysis. One can use the test information to group students for corrective practice or to select appropriate reading materials for these students.

The list is remarkably accurate when used for these purposes. During the last two years we have had students in our under-graduate reading classes give this test to children in our campus laboratory school. Following testing, we asked them to recommend appropriate reading levels for these children. In all but four cases out of more than one hundred, their recommendations coincided with those of the classroom teachers who had been working with these children for a large portion of the year.

The list, like other instruments, is not appropriate for all students. Among high school and adult groups, we find it most effective for those who have poor decoding skills. Junior high students need not be so disabled for this to be an effective instrument.

Administration

1. Type out each list of ten words on an index card.

2. Begin with a card that is at least two years below the student's grade level assignment.

3. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.

4. Write down all incorrect responses, or use diacritical marks on your copy of the test. For example, lonely might be read and recorded as lovely. Apparatus might be recorded as a per'a tus.

5. Encourage the student to read words he does not know so that you can identify the techniques he uses for word identification.

Analysis

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

2. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

Error	Example
reversal	ton for not
consonant	now for how
consonant clusters	state for straight
short vowel	cane for can
long vowel	wid for wide
prefix	inproved for improved
suffix	improve for improved
miscellaneous	(accent, omission of syllables, etc.)

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

(Reprinted from the January, 1969 Journal of Reading)

SAN DIEGO QUICK ASSESSMENT

Name_____ Independent Level_____ Date _____

PP	1	3	5
see	road	city	scanty
play	live	middle	certainly
me	thank	moment	develop
at	when	frightened	considered
run	bigger	exclaimed	discussed
go	how	several	behaved
and	always	lonely	splendid
look	night	drew	acquainted
can	spring	since	escaped
here	today	straight	grim

Primer	2	4	6
you	our	decided	bridge
come	please	served	commercial
not	myself	amazed	abolish
with	town	silent	trucker
jump	early	wrecked	apparatus
help	send	improved	elementary
is	wide	certainly	comment
work	believe	entered	necessity
are	quietly	realized	[illegible]llery
this	carefully	interrupted	relativity

7	9	11
amber	conscientious	galore
dominion	isolation	rotunda
sundry	molecule	capitalism
capillary	ritual	prevaricate
impetuous	momentous	risible
blight	vulnerable	exonerate
wrest	kinship	superannuate
enumerate	conservatism	luxuriate
daunted	jaunty	piebald
condescend	inventive	crunch

8	10
capacious	zany
limitation	jerkin
pretext	nausea
intrigue	gratuitous
delusion	linear
immaculate	inept
ascent	legality
acrid	aspen
binocular	amnesty
embankment	barometer

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Suggestions for Elementary Reversals

Reversals in reading occur in different learning activities.

1. Reversals of certain letter e.g. b for d and p for q
2. Reversals of entire words e.g. was for saw, no for on
3. Alterations of positions of certain letters in words e.g. "aminal" for "animal"

Reversals are not an unusual phenomena in the first grade until the student has mastered at least one hundred or more sight words. Reversals can become a serious problem when they continue beyond the second or third grade.

No one method for eliminating reversals has proved completely successful. Some suggestions for activities are:

1. Reinforce the meaning of left and right by playing the game "Simon Says"
2. Teach b and p with letters that circle to the right - B, P, p, b, h, m, n, r. Teach d and q with letters which circle to the left - c, a, d, q, e, f.
3. Ask the child to draw an arrow pointing to the right under the first letter of a word.
4. Require the child to arrange a series of pictures into a left to right narrative sequence.
5. Use mechanical devices such as the controlled reader.
6. Whenever referring to a line of print, to a caption under a picture or to written directions, sweep the hand from left to right indicating the required direction for reading.
7. Demonstrate how the meaning is distorted when the word is read from right to left e.g. "The cow <u>was</u> in the barn." vs "The cow <u>saw</u> in the barn."
8. Use finger tracing, crayola and pencil tracing exercises from left to right.

9. Teaching the reading of the calendar is a purposeful use of left to right directionality.

10. Using monosyllabic words put each letter in a block and number the blocks in a left to right direction.

11. Ask the student to cover the word with a card and move it slowly to the right exposing one letter at a time.

12. Probably the most effective remedial activity is left to right sound blending. Using monosyllabic words whose meaning the student knows develop the habit of uttering sounds very softly, holding one sound until he begins the next. Begin by pronouncing the word, have the student repeat it slowly, listening for the sounds, then write the word and finally blend the sounds he has written.

JOB DESCRIPTION

Job Classification: Reading Aide I

Salary Range:

Specific Job Title: Reading Aide I

Qualifications: (This job is an entry level position)

Education

1. High school diploma or equivalent
2. A minimum of 30 hours of pre-service and in-service training

Experience

1. No experience required

Personal

1. Minimum age - 18
2. Desirous of helping in promoting growth and development of children
3. Amenable to training and to supervision by teacher
4. Gives evidence of growth potential
5. Demonstrates acceptable language patterns to serve as models to children
6. Able to relate to children in an emotionally warm and positive manner
7. Shows interest in advancement
8. Demonstrates enthusiasm for the program
9. Demonstrates adaptability in relating to persons and situations

Duties:

The major responsibility of a Reading Aide is to assist in the operation of instructional or supportive services in the school system under the general direction of the professional staff. Specific responsibilities of Reading Aides may include:

1. Performance of specific instructional or closely related tasks:
   a. reading stories to children
   b. implementing short range assignments
   c. working with small groups
   d. directing free activity projects, tape-recorded stories, etc.
2. Record keeping:
   a. roll taking
   b. maintaining a daily record of individual progress
   c. securing and recording all pertinent data from the pupil's permanent record
   d. assisting with grading, marking and recording papers

3. Observation and reporting of information observed:

   a. pupil behavior
   b. pupil interests
   c. pupil reading patterns

4. Preparation of instructional materials, supplies, visual aids, games, bulletin boards, displays and models for use

5. Familiarization with instructional application and purposes for which materials and equipment were designed

6. Maintenance and operation of equipment and use of materials:

   a. preparation
   b. operation
   c. maintenance
   d. pupil instruction in use
   e. protection against damage and loss

7. Provision of resource materials

8. Monitoring, scoring and recording of test information:

   a. standardized
   b. oral inventories
   c. diagnostic instruments

9. Acquaintance with behavioral objectives as they apply to the instructional tasks

10. Assistance in other specialized building programs related to reading:

    a. SSR - Sustained Silent Reading
    b. CAT - Creative Activity Time
    c. DEEP - Diversified Educational Experience Project

11. Dissemination of information to individuals, parents, and groups, relating to the specific program--its purposes, functions, and goals as directed:

    a. PTA meetings
    b. open house
    c. parent conferences

12. Work with parents as directed:

    a. instructing in tutorial procedures
    b. meeting with parents in reviewing child's needs

13. Direction of work with outside community agencies as directed:

    a. VOLT - Volunteer Tutorial Program
    b. volunteer parents
    c. Volunteer Service Center

14. Attendance at general staff meetings as directed

JOB DESCRIPTION

Job Classification: Reading Aide II

Salary Range:

Specific Job Title: Reading Aide II

Qualifications: (This position represents a promotion from Reading Aide I)

Education

1. High school diploma or equivalent
2. A minimum of 60 hours of pre-service and in-service training or the equivalent in college hours (4 hours in approved courses)

Experience

1. No less than 9 months' experience as a reading aide or teaching experience
2. Recommendation by SRT and Principal
3. Demonstrated ability to work in production of materials and in a media center
4. Ability to work with minimal supervision
5. Ability to work as a member of a team

Personal

1. Minimum age - 19
2. Desirous of helping in promoting growth and development of children
3. Amenable to training and to supervision by teacher
4. Gives evidence of growth potential
5. Demonstrates acceptable language patterns to serve as models to children
6. Able to relate to children in an emotionally warm and positive manner
7. Show interest in advancement
8. Demonstrates enthusiasm for the program
9. Demonstrates adaptability in relating to persons and situations

Duties:

The major responsibility of a Reading Aide is to assist in the operation of instructional or supportive services in the school system under the general direction of the professional staff. Specific responsibilities of Reading Aides may include:

1. Performance of specific instructional or closely related tasks:

   a. reading stories to children
   b. implementing short range assignments
   c. working with small groups
   d. directing free activity projects, tape-recorded stories, etc.

2. Record keeping:

   a. roll taking
   b. maintaining a daily record of individual progress
   c. securing and recording all pertinent data from the pupil's permanent record
   d. assisting with grading, marking and recording papers

3. Observation and reporting of information observed:

   a. pupil behavior
   b. pupil interests
   c. pupil reading patterns

4. Preparation of instructional materials, supplies, visual aids, games, bulletin boards, displays and models for use

5. Familiarization with instructional application and purposes for which materials and equipment were designed

6. Maintenance and operation of equipment and use of materials:

   a. preparation
   b. operation
   c. maintenance
   d. pupil instruction in use
   e. protection against damage and loss

7. Provision of resource materials

8. Monitoring, scoring and recording of test information:

   a. standardized
   b. oral inventories
   c. diagnostic instruments

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